DOCUMENT RESUME

ED 368 483 PS 022 219

AUTHOR Powell, H. Grant
TITLE Using the Delphi Technique with Stakeholders To Develop a Definition of After-School Enrichment for Elementary Children.
PUB DATE 93
NOTE 36p.; Ed.D. Practicum Report, Nova University.
PUB TYPE Dissertations/Theses - Practicum Papers (043) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Administrators; *After School Programs; *Definitions; *Delphi Technique; Elementary Education; Elementary School Students; *Enrichment Activities; Parents; Policy Formation; Public Officials; Questionnaires; Teachers
IDENTIFIERS *Consensus; Program Characteristics

ABSTRACT

This practicum sought to develop a consensus definition of what an after-school enrichment program should be, utilizing the Delphi Research Technique, which is designed to collect and synthesize group opinion in an anonymous, interactive, self-repeating, and self-adjusting manner. Three rounds of questionnaires were sent to 31 teachers, school administrators, parents, children, and public officials. Round 1 questionnaires were open-ended, and were returned by 21 participants. Round 2 questionnaires contained statements of specific program attributes gathered in the first round that could be modified, supported, or rejected by the participants. Seventeen completed this stage. Round 3 questionnaires asked the participants to rank-order the 5 most important attributes of an after-school enrichment program, and was completed by 17 participants. The result was a common definition of an ideal after-school enrichment program for elementary school students. (Two appendixes include copies of stakeholder correspondence and the after-school enrichment questionnaire.) (MDM)

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Using the Delphi Technique with Stakeholders to Develop a Definition of After-School Enrichment for Elementary Children

by

H. Grant Powell

Cluster 49

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A Practicum I Report Presented to the
Ed. D. Program in Child and Youth Studies
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

Nova University

1993

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PRACTICUM APPROVAL SHEET

This practicum took place as described.

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This practicum report was submitted by H. Grant Powell under the direction of the adviser listed below. It was submitted to the Ed. D. Program in Child and Youth Studies and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

15 January 1994
Date of Final Approval of Report

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ABSTRACT

Developing a Definition of After-School Enrichment for Elementary Children Using the Delphi Technique. Powell, H. Grant, 1993: Practicum Report, Nova University, Ed. D. Program in Child and Youth Studies.

This practicum was designed to develop a consensus and a definition of what an after-school enrichment program should be. Interviews with public school administrators, county commissioners, recreation department administrators, clergy leadership, parents, and children confirmed that no definition or consensus existed in the district for after-school care.

Evidence for the problem was documented by observations, interviews and the absence of written descriptions. The Delphi Research Technique was employed for the purpose of building consensus. This method is designed to collect and synthesize group opinion in an anonymous, interactive, self-repeating, and self-adjusting manner. A principle characteristic of this method is that it allows an opportunity for disagreement in a non-threatening environment. Three rounds of questionnaires were sent to 31 stakeholders for gathering consensually valuable information.

Analysis of the data revealed that with each subsequent round of questionnaires new levels of information were reached, developing an increase in stakeholder consensus. The final result was a common definition and written document of after-school enrichment for elementary age children.

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CHAPTER I

INTRODUCTION

Description of Community

The community in which this practicum was implemented is in a county of moderate size, with a population of 92,500 situated between the coast and agricultural acreage. Beautiful parks, uncrowded beaches, a mild winter climate and major league baseball spring training make this community an enjoyable place to live and to work, and to attract a clientele of seasonal guests as well. The community's economic base is diverse. Agriculture and tourism provide the predominate sources of community income. Manufacturing is virtually nonexistent; consequently, employment opportunities are limited to service industries and professional occupations. The school board is the largest employer in the county with over one thousand employees.

Writer's Work Setting and Role

The Work Setting:

Over one hundred churches exist in this community. The church of which the writer is employed is one of the community's three largest parishes, providing a wide variety of services including worship, religious education for all ages,

diverse child and youth programing, musical presentations, dramatic productions, concert series, pastoral and clinical counseling, local and foreign missions, benevolence, as well as education and guidance in many social concerns. Weddings, births, family illness and death are also reasons many people come to associate themselves with the church. A point of identification with the church is often developed when raising a family and parents realize the need for the children's spiritual nurture. Even if individuals or families are nominally involved, they often send their children to the church for religious training, scouting programs or various other social activities.

The church has an average Sunday morning attendance of 1000 with approximately 35 percent of the constituency being children from birth to age eighteen. The church employs six full time pastors including a Senior Pastor who serves as the corporate executive officer, with associate staff serving in Educational Ministries, Youth (adolescent) Ministries, Children's Ministries, Music and Worship Arts Ministries, and Business Administration.

The Writer's Role:

As the Minister of Education, the writer is responsible for designing, recruiting, training, and implementing holistic educational programming for infants through senior adults. The writer has thirteen years experience in religious education and possesses an undergraduate degree in Christian Education and a graduate degree in church ministries with an emphasis in education. Serving as chairperson of the State Board of Christian Education and as a consultant of the National Board of Christian Education has proven to be valuable experience for growth and leadership development in the work setting.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

Concern for this study developed from an awareness of the increasing number of children in both the church and community either home alone after school or in custodial after-school programs. According to the superintendent of schools, of the 18 public elementary schools in the district, there presently exists ten after-school programs of which there is no common definition. Of the ten elementary school based programs available, the afternoon format consists of little more than an occasional craft project and playground supervision. All ten after-school programs of the district are administered by the city recreation department, not the school board.

The school board, the city recreation department, county commissioners, and the church, all have an interest in providing for the needs of the community's children. However, among various stakeholders including church leaders, county commissioners, public school teachers and administrators, parents and their children, no common definition of an after-school enrichment program existed.

Problem Documentation

Evidence for the problem was documented by three means: observations, interviews and the absence of written descriptions. Observations were conducted on three elementary school campuses where after-school programs were conducted. All observation determined that programs were limited. There was no consensus of opinion among program staff regarding after-school programs and no written description existed for after-school programs. Enrichment opportunities for the children consisted of recreational play and the use of school libraries for reading and homework. Interviews with two public school administrators were conducted. The first interview was with the county school board superintendent. The second was with an elementary school assistant principal. No consensus existed between the two administrators and both confirmed that no written description existed for after-school enrichment. All three sources revealed that there was no common definition or written description of an after-school enrichment program in the district.

In the church of which the writer is employed, there was no after-school enrichment program, therefore no definition or description of such a program existed. Therefore, neither public school leadership, or church leadership had developed a common definition of after-school programs.

Causative Analysis

The causes for the ascents of a common definition were varied. Of the 10 after-school programs that are provided in the public elementary schools, all are administrated and staffed by the city recreation department. The public school administrators interviewed were not critical of the city recreation department's involvement, however, both expressed some disappointment that the school

board had little involvement in the program.

Another cause for the absence of a common definition is that stakeholders had never been surveyed as to the type of after-school programs they would deem most beneficial. As a result, no process towards consensus had been attempted regarding a model for after-school enrichment activities for the community.

Relationship of the Problem to the Literature

Establish the Need:

Professionals write that after-school programs are necessary and that quality programs must be established through a process of consensus building. According to James Banner (1992) an after-hours parallel school providing sports, extra-curricular activities, social services, child care and life skills instruction is necessary to complement the academic school. From the observations of the writer, greater availability of after-school care, improved quality of programming, and more affordable cost would be welcomed. However, if this is to become a reality, parents, children, school administrators and teachers, community and business leaders, churches, synagogues and city agencies need to collaborate for the benefit of the community's children. Gayle Greene (1985) contends that agency coordination and cooperation (involving business and industry, churches, state and city agencies) are necessary to establish programs of quality.

Comments from the aforementioned school administrator's interviews indicate an openness to new strategies for after-school care. A consensus of stakeholders would develop the building of a model with the community's ownership. John M. Bryson (1988) writes that the political decision-making

process is essential when seeking consensus and developing a process to resolve problems and key issues. Bryson explains the political decision-making model as inductive, not deductive. As problems are encountered, objectives, plans and/or policies emerge that are politically acceptable for all effected parties. A total consensus may not be reached; however, an acceptable level of agreement is reached by most of the stakeholders. Bennis and Nanus (1985) cite the head of Hewlett-Packard, John Young, as saying that successful companies have a consensus from top to bottom on a set of overall goals and that the most brilliant management strategy will fail if that consensus is missing. The writer agrees with Young, that if an organization or community is to succeed, participation and ownership from all stakeholders is essential.

How Others Have Dealt with Similar Problems:

In a study of methods for guiding organizational change, Lundberg & Glassman (1983) considered how to elicit change within an organization of vast divergence. When self-serving motives, personal bias, and incompatible values are present in an organization, innovative methods must be implemented to bring about the various elements for a cooperative and coordinated venture. According to Lundberg and Glassman, a combination of Nominal Group and Delphi technique served as an efficient method for gathering consensually valuable data for guiding organizational change. Both are designed for a consensus process. The Delphi method is designed to collect and synthesize group opinion in an anonymous, interactive, self-repeating, and self-adjusting manner. The Nominal Group method makes use of the Delphi technique with the exclusion of the anonymity factor. Lundberg and Glassman write that the Nominal Group is nominally group-like, in that it seeks to reach consensus in a structured group setting.

Describe Others' Results:

A study to collect the thoughts of children and how they envision the future using the Delphi research technique was recorded by Ruthanne Kurth-Schai (1988). She contends that the Delphi method provides a catalyst for children to explore a wide variety of ideas, as well as reinforce an understanding that their ideas and solutions are important. In sharing their ideas, the children developed a supportive network and cultivated a sense of being a part of a team.

Another study regarding the development of environmental education indicated substantial evidence for the Delphi method as an effective tool for a consensus process. Hammerman and Voelker (1987) claim that special interest groups and experts were successful in reaching consensus on a particular set of objectives and even accomplished more than was originally designed.

Frame of Reference for Proposed Activity:

If quality programs are to be established, a consensus process will enhance the prospects. The Delphi research technique has proven effective in specialized settings, as well as with a variety of ages and levels of expertise. The evidence is substantial that it will serve as a viable instrument for other settings as well. The divergence of business and industry, church and school, young and old, and county and city agencies requires coordination and cooperation if there is to be any combined effort for quality programming.

When seeking consensus and a process of problem resolution, the Delphi technique serves as an effective catalyzer for gathering consensually valuable information and for developing a supportive team spirit and willingness to accept change.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The following goals and outcomes were projected for this practicum. The writer's goals were for a cross-section of stakeholders to participate in a process of consensus and to develop a common definition of after-school enrichment for elementary age children.

Expected Outcomes

Change occurred as a diverse cross-section of stakeholders made themselves available in a process toward consensus. Perspectives changed as ideas were generated and energies were expended towards common goals. Ownership evolved as participants had a stake in the process. This was evidenced by increased acceptance of opinion.

Standard of Performance:

As stakeholders shared opinions and perceptions by responding to subsequent questionnaires, they were permitted to change their original answers from earlier questionnaires as a result of new information gleaned from the writer's reports. Anonymity protected respondents from being ostracized or

influenced by strong personalities, guarding the process from bias.

Assessment Instrument:

The assessment instrument used was the Delphi Research Technique. This method, as referred to by Spinelli (1983), provides a means of systematic solicitation of opinion obtained within a controversial sociopolitical arena of debate. Principle characteristics of the Delphi method include anonymity of the respondents, successive interaction with survey questions, group feedback, and the opportunity to disagree in a non-threatening environment.

The Delphi method involves three or more series of written questionnaires. Instructions to stakeholders request that they return completed questionnaires to the writer within one week of the date of receipt. By means of distributing a series of questionnaires, the writer surveyed a broad cross-section of people in order to establish consensus. Each series reported a certain level of information, with subsequent questionnaires developing stakeholder consensus.

Measurement of Outcomes

The qualitative outcome was a consensus of community leadership, public school leadership, church leadership, parents and children. The result was a common definition and written description of an after-school enrichment program for elementary children.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Solutions

Among the identified stakeholders of the church community, county government, public schools, parents and children, no common definition of an after-school enrichment program for elementary age children existed.

Similar Problems and Solutions:

The Delphi technique serves as an efficient method for gathering consensually valuable data for successful organizational change. In a study of environmental education, research was conducted which produced 200 objectives and was then reduced to a list of 70 objectives. The list of 70 objectives was then sent to 50 state environmental education coordinators in order to rate each objective's importance. Hammerman and Voelker (1987) credit the accomplishment of the 50 environmental state coordinators rating process to a Delphi-type study.

Hammerman and Voelker (1987) claim that special interest groups and experts were successful in reaching consensus on a particular set of objectives and even accomplished more than was originally intended. Therefore, the Delphi technique served as an effective catalyst for gathering valuable

information and developing consensus.

A study of children's perceptions of future events, conducted by Ruthanne Kurth-Schai (1988), also supported the Delphi method as a catalyst for the children to develop a supportive network and cultivate a sense of being a part of a team.

Description of Selected Solution

The Writer's Strategy:

From the literature review and observations, the writer's contention was that a three round Delphi technique would accomplish a stakeholder consensus. Through personal interviews and phone conversations, the writer's strategy was first to contact various identified stakeholders from the community. Instead of selecting only experts in a narrow field of study, the writer selected from a cross-section of individuals familiar with the after-school concerns of the district. Stakeholders included children, youth and parents, public school teachers and administrators, county officials, city recreation department after-school administrators and implementors, and church leaders. Following the initial contact, each stakeholder was asked to sign a commitment card for participation in the three round series of questionnaires. Questionnaires were focused on concerns of after-school care.

Report of Action Taken

Solution Steps:

Initially the writer identified potential stakeholders. The list of community leaders and educators increased as names were recommended by others, thus expanding the network from a list of 20 stakeholders to a total of 31. Each

stakeholder was requested to participate in developing consensus for a common definition of after-school enrichment. If interest was expressed, a written letter of instruction with an enclosed commitment card was sent requesting individual stakeholder's participation in the process. Two weeks were allotted for individual response.

Three series of questionnaires (rounds) were mailed to stakeholders concerning perceived needs for after-school care. Each round requested that responses be completed and returned to the writer within one week of the date of receipt. Each mailing included a letter of appreciation and instruction, a questionnaire form, and a self-addressed and stamped envelope for the return of information.

Round 1:

In the first round, stakeholders received an invitation to participate (see Appendix A) and an open-ended questionnaire (see Appendix B) soliciting perceived ideas of what after-school enrichment should consist. Of the 31 identified stakeholders, 28 returned commitment cards, and 23 returned questionnaires.

Stakeholder responses were diverse. All responses expressed that after-school enrichment for children of elementary age was needed, while a large representation desired a Judeo-Christian program. Variance was also evident in the areas of program fees, transportation, and qualifications necessary for the director of such a program.

A schedule adjustment was necessary due to the limited time frame the writer allowed for stakeholders to receive, respond, and return the questionnaires. Implementation was conducted during the summer months while most stakeholders took advantage of vacation. Fragmented schedules effected

the two week turn around time. Each mailing and returned response took approximately three weeks. Once questionnaires were returned to the writer, results were tabulated and reports were sent to stakeholders approximately one week later.

Round 2:

The second round provided the stakeholders with responses from round 1. Round 2 correspondence requested stakeholders read each statement making any desired changes from original responses, and write a brief synthesis of what each perceived to be the best responses. The broad cross-section of stakeholders from various disciplines made this process challenging. Of the 31 stakeholders, 17 completed round 2. It is speculated by the writer that some stakeholders not completing round 2 may have been uncomfortable with some of the responses of others. Two stakeholders admitted to not understanding part of the instructions due to nomenclature.

Particular content issues began to emerge in round 2. Moral and religious issues became more prominent, particularly concerning a balance of academic support and spiritual nurture in an after-school program. An increased awareness for the necessity and affordability of after-school enrichment also emerged from this stage. The opinion of most stakeholders was that all children should be provided the opportunity for after-school enrichment. Other concerns commonly expressed in round 2 were that after-school programs need to be well balanced in areas of intellectual, physical, spiritual, moral, and relational enrichment opportunities, and not mere babysitting services.

Round 3:

In round 3 correspondence, stakeholders were asked to read responses from the round 2 questionnaires and rank order what was perceived to be the five

best answers for each question. Of the original 31 stakeholders, 17 returned responses. The results of the Delphi Technique and a letter of appreciation were sent to all stakeholders. The stakeholders received, in written form, a definition and description of an after-school enrichment program.

CHAPTER V

Results, Discussion, and Recommendations

Results

Among the identified stakeholders of the church community, county government, parents and children, and the public schools, no common definition of an after-school enrichment program for elementary age children existed. The following goals and outcomes were projected for this practicum. The writer's goals were for the stakeholders to participate in a process of consensus building and the development of a common definition for after-school enrichment for elementary age children. The outcome resulted in a common definition and written document representative of that consensus.

Solution Strategy:

The Delphi Research Technique provided a means of systematic solicitation of anonymous stakeholder opinions within a controversial arena of debate. The three rounds of questionnaires reported varying levels of information. Stakeholders responses from earlier questionnaires were changed and/or combined with others as a result of new information in follow-up reports. With each subsequent questionnaire stakeholder consensus increased.

Common Definition and Document:

All stakeholders perceived a need for after-school enrichment for elementary children in the district. With the growing number of single parents and/or families with both parents in the workforce, there is a critical need for a morally sound, well-rounded, well-supervised, technically appropriate and affordable program where developmental issues are stressed in a balanced (intellectual, physical, spiritual, and social) program. Structure, discipline, health and safety are the needs to be addressed, not babysitting. Such a program could be parent led or organized by parents, neighbors and community institutions.

Hours that best serve an after-school enrichment program would begin at the end of the school day (based on the time set by the district) and provide services until approximately 6:00 P.M. Late pick-ups should be addressed immediately to prevent the program from being abused. On school half days, extended care would be necessary and possibly all day on school holidays.

Ideally after-school enrichment should be made available to anyone who needs such services, especially for low-to-middle income families, and single-parent or dual-income households, starting with children in kindergarten through the fifth grade.

Transportation to the site could be provided by parents, public schools and church to make the program a possibility. Bus transportation could be provided in cooperation with the school board beginning with routes that pass the site of the program. Transportation from the site to the home should be provided by the parent(s).

An after-school enrichment program should consist of both recreational and educational activities that are child centered, age appropriate, and well supervised. The educational aspect of the program should be enrichment in

nature, not simply an extension of the school day. Enrichment may include: nutritious snacks, tutoring, reading, homework, arts and crafts, computers, dance, drama, Bible study, foreign language, keyboard, gymnastics, baton, library, and other opportunities not necessarily available in school. Individual enrichment programs could vary depending on parent/neighbor and community design.

After-school enrichment program fees should be commensurate with what day care programs charge, but on a sliding scale of tuition based on a families' ability to pay. However, inability to pay should not be an issue to cause withdrawal and a return to an unsupervised situation. A foundation could be established of community and church donations providing for needy families. Fees should be sufficient to cover material costs and to allow for improvements.

Parent leadership through PTA's and neighborhood partnerships should be involved at the neighborhood level. At the county level, the school district, Educational Foundations, County Commission, and the Ministerial Association should be involved in a leadership role. Qualified personnel should have educational and recreational background, common sense, and a love for kids. Additional paid and volunteer staff would be optimal. Church leadership should be involved where appropriate.

The after-school enrichment administrator should be adequately trained in both administration and child development. He or she must have a working knowledge of the law(s) governing this type of program and be capable of communicating the vision of the program. The administrator should be a person of faith, possessing moral character, education and administration trainning and experience. He or she should display a passion for children, good "people" skills, and meet state requirements.

The purpose of an after-school enrichment program should be to provide an affordable after-school program in a safe, supportive environment for children with a variety of activities to promote growth in all areas of the participants' lives. The program may provide spiritual basis, as well as a place to have fun with friends and to relax after school, and provide viable options for both children and parents of the community.

Analysis Procedures:

Throughout the three round process it was apparent that stakeholder consensus evolved. Certain considerations raised by stakeholders in round 1 became more prominent in rounds 2 and 3. For example, the first question of round 1 asked, "What do you perceive to be the need for after-school enrichment for elementary children in the district?" Six respondents in round 1 stated the need for holistic programs addressing the spiritual, as well as the intellectual and physical domains, emphasizing character development and traditional values. However, nine respondents in round 2 supported the need for a morally sound, Christian-based program for the children. Round 3 also indicated an increased consensus in this direction. The number 1 response was, "After-school programs already exist; however, there is a need for Christian-based, morally sound programs that impart guidance and positive values due to a lack of parental supervision."

In round 3 the results were weighted in the following manner. A response receiving a number 1 ranking was given 5 points. A response receiving a number 2 ranking was given 4 points, and so on. A response receiving the most number 2 tallies was ranked number 2. If 2 responses had the same number of tallies at a given rank, the cumulative score would then determine the answer receiving the higher ranking. The answer receiving the higher ranking

was then removed from the responses in order that the remaining responses could be rank ordered accordingly. This process was then followed until the top answers had been recorded.

Discussion

Bryson (1988) writes that the political decision-making process is essential when seeking consensus and developing a process to resolve problems and key issues. He explains the political decision-making model as inductive, not deductive. As problems are encountered, objectives, plans and/or policies emerge that are politically acceptable for all affected parties. A total consensus may not be reached; however, an acceptable level of agreement is reached by most of the stakeholders.

The Delphi technique served as an efficient method for gathering consensually valuable data. In all three rounds of questionnaires, 11 open-ended questions were considered. Of the 31 stakeholders, 17 completed all three rounds.

As questionnaires were returned, the writer condensed the similar responses into a single answer. For example, question number nine asked, "What qualifications should an after-school enrichment program administrator possess?" This question received various similar answers. One stakeholder answered this question by stating, "Leadership skills - educator - professional - love for children - Christian - experienced - well organized - whatever law requires." Another stakeholder answered the question by stating, "A four year college degree in education. A person of vision, organized, able to delegate duties, and a Christian." A third stakeholder answered the same question by stating, "Educational background, Christian, organizational skills, good people

skills." These common responses were then capsulized by the writer resulting in the statement, "The administrator should be a committed Christian with an education and administration background. He or she should possess a passion for children, good 'people' skills, and meet all law requirements." Responses were then tallied and final results of the consensus were sent to the stakeholders. Bryson (1988) claims a total consensus may not be reached; however, it is the writer's opinion that an acceptable level of agreement was reached by the stakeholders in this practicum.

This process was challenging due to its qualitative nature. The qualitative research did not enable the writer to use specific measurement techniques. Because the responses were opinions, no two answers were ever the same, thus the writer was left with a variety of responses that were similar, yet different. Therefore, it was necessary to combine answers of similar nature in order to effectively rank the responses and communicate them to the stakeholders. Had the responses been quantitative, specific measurable answers could have resulted.

The dominance of a Christian bias was evident throughout the responses of the practicum. It is speculated that stakeholders were influenced by the writer's profession as a Christian clergy.

The outcome is a consensus of community leadership, public school leadership, parents, children and church leadership resulting in a common definition and written description of an after-school enrichment program for elementary children.

Recommendations

Recommendations that may benefit others in a similar process are:

1. The Christian bias evident in this report is partially representative of the community, but mostly the writer's circle of influence. The writer must be clear in informing the stakeholders that the responses should be generic in the sense that the writer's occupation should not be considered when responses are given.

2. A sufficient amount of time is of importance for a return of responses. Careful planning and consideration given to stakeholder's schedules and holidays will preclude some of these problems.

3. Delphi research is especially effective when consensus is the objective. It's qualitative nature enables the writer flexibility in working with a broad base of stakeholders. The luxury of various opinions and levels of education resulted in answers that could be used in clearly communicating all-encompassing information.

4. The Delphi technique served as a good process for the synthesis of responses from a heterogeneous sample. The final results, because of the anonymity, provided a common definition and written description of after-school enrichment for elementary age children.

Dissemination

All 31 stakeholders received the results of round 3 and had copies of the practicum report made available. The county school board superintendent has requested all practicum results be made available as a model for other churches and synagogues in the district to utilize. The practicum involvement has resulted in an invitation for the writer to participate in an education foundation for the purpose of encouraging community partnerships.

The National Board of Christian Education, of which of the writer is a

member, will make the information available to church educators and after-school care providers by way of an international publication of the denomination. Churches sponsoring workshops and seminars may also receive information when children's concerns are to be addressed.

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APPENDICES

APPENDIX A

STAKEHOLDER INVITATION CORRESPONDENCE

Dear (stakeholder),

Thank you for allowing me an opportunity to share my concern for developing a common definition for after-school enrichment. This letters serves as a follow-up of subsequent conversation(s) and as a request for your commitment to this process. The purpose is to benefit the community's children and to develop a supportive team spirit among various agencies. Other stakeholders in this process include children and parents, school administrators and educators, local political leaders, city and recreation department employees, as well as community church leaders.

Through a series of questionnaires, you will be provided the opportunity to express personal opinion while maintaining anonymity. Responses will be collected, tabulated and distributed with eacn successive questionnaire. This process is repeated three times.

The return of each questionnaire is requested within one week of the date of receipt. You will have the benefit of changing earlier responses as new information is gleaned from data reports. Following the receipt of the third and final after-school enrichment questionnaire, a common definition and written description will be prepared and distributed, representative of a comprehensive stakeholder perception.

Enclosed please find a pre-addressed response card. Indicate your willingness to participate by signing and returning this card by (date). Your contribution is appreciated and your leadership valued. Thank you for your interest and consideration in this process that will contribute to the welfare of our children.

Sincerely,

(writer's name)

APPENDIX B

AFTER-SCHOOL ENRICHMENT QUESTIONNAIRE

AFTER-SCHOOL ENRICHMENT QUESTIONNAIRE

1. What do you perceive to be the need for after school enrichment for elementary children in the district?

   Response: _____

   _____

   _____

   _____

2. What hours would best serve an after school enrichment program?

   Response: _____

   _____

   _____

   _____

3. To whom should after school enrichment be made available?

   Response: _____

   _____

   _____

   _____

4. If there is a need for transportation, how should it be provided?

Response: _____

_____

_____

_____

5. Of what should an after school enrichment program consist?

Response: _____

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6. How should after school enrichment programs be funded?

Response: _____

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7. What type of fees, if any, should be required from those enrolled in an after school enrichment program?

Response: _____

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8. Who should be involved in leadership capacities in an after school enrichment program?

Response: _____

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9. What qualifications should an after school enrichment program *administrator* possess?

Response: _____

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10. State briefly what you believe to be the purpose of an after school enrichment program.

Response: _____

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11. Additional Comments:

Response: _____

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